

Master Standards Chart (2015)

This chart identifies the alignment between multiple standards: K-12 Iowa Teaching Standards, Iowa Professional Core (Teacher Preparation Standards), INTASC Principles (used through Spring 2014), InTASC Standards (initiated Fall 2014), Pritchey-Smith Diversity Standards, ISTE Technology Standards, Conceptual Framework, SPA Standards (NCSS, NCTE, NSTA, NCTM, NSME, NASPE, ACEI), and CAEP Standards. The alignment provides evidence that when one standard is identified, many other national, state, and local standards are addressed at the same time. Even so, the EPP is aware, and cautions those who use the Master Standard Chart to, for example, align standards with course content, that they need to make sure that course content does, indeed, cover the intent of the standard. This is especially true in relation to the ISTE standards; one cannot assume that because InTASC 4, for example, is aligned with course content that ISTE 1 (Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity.) is also aligned. Technology does, indeed, need to be used before it can be included in the syllabus grid.

The quality of the evidence is based on the accuracy of the alignment. Multiple stakeholders are involved in assuring that the alignment is accurate and appropriate. Alignment, in some cases, was identified by the organizations that developed the standards (e.g., ISTE aligned its standards with CAEP). The Master Alignment Chart is included in the Assessment Handbook that is reviewed by and available to all stakeholders on the Gleazer School of Education website.

There is no criteria for success in relation to the chart other than using it appropriately.

The chart is evidence that the EPP is cognizant of the content of the standards and of the importance of incorporating the standards into all segments and content of its curriculum and program. The chart is also evidence that the provider has a well-organized quality assurance system to monitor candidate progress, complete achievement, and provider operational effectiveness. In addition, the chart supports the claim that the provider satisfies CAEP Standard 1.

The chart is used to identify alignment when creating rubrics, completing Syllabus grids, educating teacher candidates about teacher education standards, and assuring stakeholders (e.g., accrediting organizations, employers, school administrators) that the program curriculum is appropriately aligned with National, State, and local standards. In addition, the alignment identifies common goals, in relation to content of the standards, for the EPP.

Comparison	Content	Student Learner	Diverse Learners	Planning	Strategies	Assessment	Environ and Management	Professional Growth (Reflection)	Professional Responsibilities	Communication	Misc.
K-12 Iowa Teaching Standards	(2) Demonstrates competence in content knowledge appropriate to the teaching position.	(2b) Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	(3) Demonstrates competence in planning and preparing for instruction.	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	(1) Demonstrates ability to enhance academic performance and support goals. 5. Uses a variety of methods to monitor student learning.	(6) Demonstrates competence in classroom management.	(7) Engages in professional growth.	(8) Fulfills professional responsibilities established by the school district.	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	
INTASC Principles (old)	(1) Knowledge of Subject Matter	(2) Human Development and Learning	(3) Diversity in Learning	(7) Instructional Planning Skills	(4) Variety of Instructional Strategies	(8) Assessment	(5) Motivation and Management	(9) Reflection and Responsibility	(10) Relationships and Partnerships	(6) Communication Skills	
InTASC Standards (new)	4. Content Knowledge The teacher understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	2. Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	6. Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3. Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation	9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	5. Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	

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Iowa Professional Core (BOEE) – Teacher Preparation Standards	(3) The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.	(1) The practitioner understands how students develop, and provides opportunities that support intellectual, career, social, and personal development.	(2) The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.	(3) The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.	(4) The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	(7) The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development.	(5) The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	(9) The practitioner continually evaluates the effects of the practitioner's Choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally	(10) The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development. (Collaboration, ethics, and relationships)	(6) The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interactions in the classroom.	(10) Computer tech related to instruction
Pritch Smith Diversity Standards/Knowledge Base	1 Foundations of multicultural education 8 Foundations of racism	2 Sociocultural contexts of human growth and psychological development in marginalized ethnic and racial cultures 3 Cultural and cognitive learning style theory and research	2 Sociocultural contexts of human growth and psychological development in marginalized ethnic and racial cultures 11 Sociocultural influences on subject-specific learning	3 Cultural and cognitive learning style theory and research	7 Effective strategies for teaching minority students	10 Culturally responsive diagnosis, measurement, and assessment	3 Cultural and cognitive learning style theory and research	9 Effects of policy and practice on culture, race, class, gender, and other categories of diversity 12 Gender and sexual orientation	13 Experiential knowledge	4 Language, communication and interactional styles of marginalized cultures 5 Essential elements of cultures	
ISTE-T (Technology) Standards	1. Facilitate and inspire student learning and creativity	2. Design and develop digital age learning experiences and measurement (2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.)	4. Promote and model digital citizenship and responsibility (4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources)	2.Design and develop digital age learning experiences and assessment.	3. Model digital age work and learning	2.Design and develop digital age learning experiences and assessment.	2. Design and develop digital age learning experiences and assessment (2b Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress)	4. Promote and model digital citizenship and responsibility	5. Engage in professional growth and leadership.		
NCSS (Social Studies) 2004	1 Intrdisp 2 Discip	Ped 1	Ped 2	Ped 6	Pedagogy 3	Ped 7	Ped 4.			Ped 5	

